

MASS. EDI. 2: C38/ Ren.

942-25

UMASS/AMHERST



312066016681351

The Horace Mann Foundation
21 Custom House Street
Boston, MA 02110
(617) 469-6843

February 15, 1994

Secretary Piedad F. Robertson
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

The Horace Mann Foundation, in collaboration with the Boston Renaissance School Charter Group and the Edison Project, is pleased to file this application for a public school charter under provision of M. G. L. c. 71, s. 89. We share your enthusiasm for the development of new school models to educate our young people to lead productive and satisfying lives into the next century. We are confident that Massachusetts can once again lead the way in showing the world that universal public education is indeed the key to a just society and a vibrant economy.

If you need further information, please contact us. Thank you for your interest in this matter.

Sincerely,

Robert D. Gaudet, President -

David C. Knapp, Chairman

RECEIVED

116 15 1994
GOVERNMENT DOCUMENTS
EXECUTIVE COLLECTION
OF EDUCATION

JUN 08 1994

University of Massachusetts
Depository Copy

Board of Directors

David Knapp, Chairman

Robert Gaudet, President

James Case

William McCarthy

Rita Nethersole

Joseph Schindler

Paul Walsh

Charter Members

Lester C. Thurow

Thomas P. O'Neill, III

Paula Logan

Ralph Whitehead

James Collins

Nicholas Paleologos

Ralph Beals

J. John Fox

James Case

Kathleen Mastaby

Sidney Smith

Aaron Gentry

Suffolk County Sheriff

Robert Rufo

Bristol County District

Attorney Paul Walsh

(Partial Listing)


Jonathan Schindler, Clerk
(617) 737-4777

Dr. Piedad F. Robertson
February 14, 1994
Page 2

If we are successful in obtaining a charter, the Renaissance Charter School will open its doors to students in mid-August of 1995. We are seeking a charter at this time so as to leave adequate time for the parent outreach, staff recruiting, program development and facilities preparation activities that will be essential to an effective school operation.

The Edison Project, the Horace Mann Foundation and the Renaissance Charter School Group are committed to providing world class educational opportunities to a diverse group of Boston children through the charter school process. We look forward to working with you as this exciting chapter in school improvement unfolds throughout the Commonwealth.

Sincerely,


Benno C. Schmidt, Jr.

The EDISON PROJECT

Benno C. Schmidt, Jr.
President

February 14, 1994

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

The Edison Project is pleased to join with the Horace Mann Foundation and the Renaissance Charter School Group of Boston, Massachusetts in submitting the enclosed charter school application. Our plan combines the benefits of Edison's ambitious school design with strong support from a broad spectrum of the Boston community.

Along with our application, we are enclosing a copy of the Edison Project's *Partnership School Design*, which will serve as the basis for the organization and operation of the Renaissance Charter School. The *Design* is the result of an eighteen month research and development effort that has integrated a number of original educational innovations with best practices from outstanding schools throughout the United States and beyond. Also enclosed is a copy of Edison's *Student Standards for the Primary Academy*, which reflects the extensive curriculum work that has already been completed for the proposed Charter School. Similar documents for the other academies that comprise the Edison design are now under production and can be provided to offer further detail about our ambitious and exciting curriculum.

While the proposed Charter School will operate under the auspices of an independent Board of Trustees, we seek a cooperative relationship with the Boston Public Schools. Beyond the areas of funding and transportation, we would welcome the opportunity to confer with the public school system on student and staff selection, curriculum, instruction, professional development and other matters of mutual concern. In this way, we believe that the Renaissance Charter School can be a valuable asset to public education throughout the Boston community.

Edison's Massachusetts Charter School effort is being led by Dr. Stephen Tracy, a member of our Public School Partnership team. Should you have any questions regarding this application, please contact him via our New York office (212-309-1600) or by voice mail (800-338-6402, box 8955). Please contact me directly (212-309-1611) if you have questions I can answer.

CHARTER APPLICATION

Submitted to the Secretary of Education pursuant to
Massachusetts General Law Chapter 71, Section 89

For

**THE RENAISSANCE CHARTER SCHOOL:
AN EDISON PARTNERSHIP SCHOOL**

By

THE RENAISSANCE CHARTER SCHOOL GROUP

In partnership with

THE HORACE MANN FOUNDATION

And

THE EDISON PROJECT

TABLE OF CONTENTS

1.	Mission Statement.....	2
2.	School Objectives.....	3
	A. Academic Objectives.....	3
	B. Nonacademic Goals.....	4
	C. Community Environment.....	5
3.	Statement of Need.....	5
	A. The Need For The Renaissance Charter School.....	5
	B. How The Renaissance Charter School Will Meet This Need.....	6
4.	School Demographics.....	8
	A. School Location.....	8
	B. Why This Location Was Selected.....	8
	C. The Student Population To Be Served.....	9
	D. Anticipated Enrollment.....	9
	E. Grade Levels And Students In Each Grade Level.....	10
5.	Recruiting and Marketing Plan.....	10
	A. Publicizing The School.....	10
	B. Outreach To Potential Students And Their Families.....	10
6.	Admissions Policy.....	11
	A. Admissions Policy.....	11
	B. How This Admissions Policy Relates To The School's Mission.....	11
7.	Profile of Founding Coalition.....	11
	A. Profile of Founding Coalition.....	11
	B. How The Applicants Come Together.....	16

	C. Plans For Further Recruitment.....	17
8.	Timetable.....	17
	A. Schedule Of Events Leading To The Opening Of The Renaissance Charter School.....	17
	B. 1994 Opening.....	18
9.	Evidence of Support.....	19
10.	Educational Program.....	19
	A. Educational Program.....	19
	B. Basis for Teaching Methods.....	19
	C. School Calendar And Hours Of Operation.....	20
11.	Student Performance.....	21
	A. Assessment of Student Performance.....	21
	B. Remedial Services To Students.....	21
	C. Measurement Of The Development Of Skills.....	23
12.	School Evaluation.....	23
	A. Self-Assessment/Self-Evaluation.....	23
	B. Dialogue With Parents And Community.....	25
13.	Human Resource Information.....	26
	A. Selection Of Teaching And Administrative Staff.....	26
	B. Teacher And Administrator Evaluation.....	28
	C. Other Human Resource Information.....	28
14.	School Governance.....	29
	A. Internal Management.....	29
	B. Selection Of The Board of Trustees.....	29
	C. Roles And Responsibilities Of The Board of Trustees.....	30
	D. Relationship Of The Board Of Trustees To Teachers, Administrators, Students And Families.....	31

E. Parent And Student Involvement In Decision Making.....	31
F. Community Involvement In School Activities.....	32
15. Building Options.....	32
A. Present Options.....	33
B. Suitable Sites.....	33
C. Building Acquisition.....	33
D. Financing Plans.	34

PART I

1. MISSION STATEMENT.

The Renaissance Charter School Group, in partnership with The Horace Mann Foundation and The Edison Project, proposes to organize and operate in Boston a charter school capable of providing urban youth with the fully-rounded education they will need to take their place in the economic and political life of their city and their country. Admission to The Renaissance Charter School will be available to all Boston students. No admissions test will be administered, and every effort will be made to ensure that the School's student body reflects the racial, ethnic and economic diversity of Boston itself.

The Renaissance Charter School will be dedicated to educating students for both life and work. A diploma from The Renaissance School will certify proficiency in reading, writing, communicating and computing at a level sufficient to meet the demands of citizenship, employment and personal life in the twenty-first century. The young men and women who graduate from The Renaissance Charter School will have the skills they need to compete in an increasingly competitive marketplace, as well as the intellectual grounding necessary to make informed judgments about the world in which they live.

Much of what has gone wrong in America's schools can be traced to the growing isolation of the classroom from both the home and the community at large. The Renaissance Charter School

will address that isolation through two important initiatives. First, it will link school-life to home-life through advanced technological means. Every student will have a computer in his or her home, so that both students and parents can gain immediate access to teachers and administrators. The traditional twice-a-year parent conference will be transformed into an ongoing conversation. Second, The Renaissance Charter School will require all students to participate in the larger life of their communities. Through such service, students will gain a working knowledge of the institutions -- public and private -- with which they will regularly come into contact after graduation.

The Renaissance Charter School will carry its theme of humane concern to the level of everyday life in the school building, where a high standard of civilized behavior will be required. The School will be designed to serve as a island of civility in an often hostile urban world. The School will be open for twelve hours a day, seven or eight of which will be dedicated to academics (depending upon grade) and the remainder to a variety of organized pre-school and after school activities. In addition, the school year will provide 210 days of instruction, thirty days longer than the mandated minimum.

2. SCHOOL OBJECTIVES.

A. Academic Objectives.

The academic objectives of The Renaissance Charter School are set forth with great specificity in the attached Edison Project's

Partnership School Design and Student Standards for the Primary Academy (the *Standards* book for the Elementary Academy is currently in production.) Those objectives are, in summary:

- 1) To provide students with a rigorous education in:
 - Reading & Language Arts (*Standards Book* p 13)
 - History & Social Science (*Standards Book* p 25)
 - Fine Arts (*Standards Book* p 32)
 - Mathematics & Science (*Standards Book* p 41),
- 2) To prepare students to live, work, and succeed in an increasingly diverse society,
- 3) To teach all students a second language,
- 4) To educate all students in computer and technological literacy.

B. Nonacademic Goals.

- 1) To instill in each child a sense of civility and community and an appreciation of individual rights and responsibilities,
- 2) To give each child an understanding of the value of education to their future success and happiness,
- 3) To provide each child a safe, positive haven that is available beyond traditional school hours,
- 4) To encourage parental activity and involvement as a basic component for student success.

This goal will be achieved, in part, through the following parts of the curriculum:

- Character & Values (*Standards Book* p 49)
- Health & Physical Fitness (*Standards Book* p 53)
- Practical Arts & Skills (*Standards Book* p 57)

C. Community Environment.

Mutual respect and civic responsibility will be the overarching themes of The Renaissance Charter School, interwoven into every student activity. The school building itself will be the locus for a range of activities intended to foster a cohesive sense of community among students, parents, and school employees. Specific details regarding such activities are set forth in the attached *Partnership School Design*.

3. STATEMENT OF NEED.

A. The Need For The Renaissance Charter School.

By any standard, Boston's schools are in need of dramatic improvement. Hierarchal in structure, often paralyzed by institutional gridlock, and bound to a schedule devised to meet the needs of a rural society, the Boston school system has not kept pace with the changing needs of urban youth.

Although Boston's per pupil expenditures, at approximately \$7,000.00 per year, are among the highest in the nation, too many students are failing. On one recent statewide test, only 8% of Boston's 4th-graders were judged "proficient or better". The equivalent figures for 8th- and 12th-graders were little better at 13% and 18%, respectively. Thirty to forty percent of students

entering the ninth grade fail to graduate. And by some estimates, 40% of those who do graduate are functionally illiterate. The better part of several generations of Boston school children have been deprived of the education they need to function effectively in the civic and economic life of their city.

The Renaissance Charter School Group has concluded that direct citizen action affords the only real opportunity for change. By proving that academic excellence can be provided at a reasonable price in an urban setting, The Renaissance Charter School hopes to spur the Boston school system towards dramatic improvement.

B. How The Renaissance Charter School Will Meet This Need.

The Renaissance Charter School is designed to enable a representative cross section of Boston's children to attain a high level of academic performance. As a result, The Renaissance Charter School's graduates will be well-prepared for further education. The details of the plan that will insure positive results for our students is set forth in the attached *Partnership School Design*. Among other things, we intend to reach our goals in the following ways:

- Long term relationships between teachers, students, and families. Because of the School's "academy structure," groups of approximately 100 children will work with teams of four teachers for two or

three years at a time, rather than the typical 10 months.

- Highly qualified professional staff. The School's administrative and teaching staff will be selected on the basis of rigorous criteria as the result of a local and national search. Teachers will receive extensive pre-service and in-service training and will not be assigned non-professional duties during the school day.
- More time for learning. The School will provide students with a seven or eight hour academic day (depending on grade), 210 days a year, in addition to pre-school and after school programs. Over the course of a thirteen year school experience, this schedule will provide the equivalent of several years of additional time for learning.
- Intensive use of technology. The School will make extensive use of computer and telecommunications technology. An interactive electronic network known as "The Common" will link all teachers, students, and families in the School with each other and with other Edison schools across the nation.

- Individualized and varied instructional methods that address the important differences in the ways children learn.
- A focused and carefully integrated curriculum that inspires will give all students an in-depth understanding across all academic areas.
- Access to substantial curriculum, instructional, and staff development resources through The Edison Project's national system.

4. SCHOOL DEMOGRAPHICS.

A. School Location.

The School will be located in the City of Boston, in or near the South End. No facility has been secured, but several are under active consideration.

B. Why This Location Was Selected.

This location is one of the few areas in Boston that has a natural diversity of population from which students can be drawn. It is an area that is a meeting place for the neighborhoods of Chinatown, the South End, Roxbury and Back Bay. The neighborhood is relatively safe and accessible by both car and public transportation. It is also close to major universities,

cultural institutions and the City's theater district that provide natural institutional affiliations. There are other locations that would be suitable, although not as desirable.

C. The Student Population To Be Served.

The population served will be children who live in Boston and desire a rigorous, interesting, and satisfying educational experience. A part of the School's population will be drawn from students identified as "problems" by principals from other schools. The School will be a place of learning where students will be expected to work hard, but can expect to be supported and nurtured. There will be no admission examinations or requirements, although, if demand exceeds the supply of available seats, a lottery will be used to determine admissions.

D. Anticipated Enrollment.

The School will open in August, 1995, with a population of approximately 700 students. The School's enrollment is expected to grow to about 1,100 over a period of six years.

E. Grade Levels And Students In Each Grade Level.

The School will serve students in grades K-6 upon opening in August, 1995. Each grade level will consist of approximately 100 students. If the School is successful and law and regulations permit, additional capacity will be added until a complete K-12 program is provided.

5. RECRUITING AND MARKETING PLAN.

A. Publicizing The School.

Recruiting will be done principally through grassroots community outreach that includes delivering information door-to-door, contact with civic and neighborhood associations, and neighborhood "coffees" and meetings. The School will also utilize advertisements and articles in local newspapers, as well as cable television, to ensure that all prospective students and their families are aware of the School and its purpose.

B. Outreach To Potential Students And Their Families.

From these contacts a data base of potential students will be developed and updated on a regular basis. A telephone line will be available for follow-up calls from students and parents, which together with visits with and mailings to prospective students will ensure a truly representative student population, including a particular effort to identify and recruit students from economically disadvantaged homes.

6. ADMISSIONS POLICY.

A. Admissions Policy.

There will be no admission tests or requirements. Because the School is organized to accommodate a variety of learning styles, students with different needs will be encouraged to apply and to be included in the School's regular education programs. Because of the School's location and admissions policy and its extensive outreach and marketing efforts, we anticipate that the student population will be naturally diverse. A lottery will be used to determine admissions, if too many students apply.

B. How This Admissions Policy Relates To The School's Mission.

By not screening students through admission tests, by locating the School in a culturally and racially diverse area, and by providing a safe, secure environment that is available beyond traditional school hours, the mission of the School -- to provide quality education to a diverse and representative student population -- will be enhanced.

7. PROFILE OF FOUNDING COALITION.

A. Profile of Founding Coalition.

The groups involved in this application are The Renaissance Charter School Group, The Horace Mann Foundation, and The Edison Project.

The Renaissance Charter School Group is made up of local citizens who share:

- the realization that dramatic changes are needed in Boston schools to prepare our children for life in the twenty-first century; and
- a commitment to work to build a school that works for all children.

The Group consists of people from all over the city as well as some individuals from the suburbs who realize the critical contribution quality public education makes to the civic and economic vitality of this city and state. Members include many people who have sent their children to the Boston public schools, as well as those who felt compelled to seek other education alternatives for their children. The Renaissance School Group and The Board of Trustees reflect the true diversity of the city. A Board of Friends - an advisory board - will be chosen from endorsers.

The Board of Trustees includes:

David Knapp, retired President of the University of Massachusetts who has a long history of involvement in Boston school reform efforts including chairing the Boston Higher Education Compact for three years; working with the Boston Private Industry Council (PIC) on vocational education issues; helping

establish the Massachusetts Corporation for Educational Telecommunications (MCET) which was established to link higher education and K-12 schools; and nurturing MESTEP, a nationally recognized program to make teaching an attractive career choice for talented college graduates.

Patricia McDonald Kelleher, is a lifelong resident of Boston who is expecting her second child. She is a graduate of Girls Latin School, University of Massachusetts at Boston and the Boston University School of Public Communication. She has been active in civic and education issues in her community and has a keen personal interest in making sure that Boston's children receive world-class education.

Judge Paul L. McGill, Associate Justice of the Roxbury District Court who has two children in the Boston Public Schools, has long been active in his community and was formerly an attorney for the Committee for Public Counsel Services.

Suffolk County Sheriff Robert Rufo, whose children attended Boston elementary public schools, and who runs model educational programs serving 600 inmates at the Nashua Street Jail and Suffolk County House of Correction.

Nicholas Paleologos, a graduate of the Woburn school system, served as Chairman of the Massachusetts Legislature's Joint Committee on Education, where he was the architect of the education reform legislation of the mid-1980s. He currently is principal and co-founder of a successful Broadway company, Zollo Productions, whose plays and films have been honored with various

awards including the Pulitzer Prize, the Academy Award, the Tony Award and the Grammy Award. Mr. Paleologos has two pre-school age children.

Deborah McGriff, a member of The Edison Project's public school partnership team, and former Superintendent of Schools in Detroit, Michigan.

Stephen Tracy, a member of The Edison Project's public school partnership team, and former Superintendent of Schools in New Milford, Connecticut.

Additional Trustees will be added in the future and will include parents of students who attend the School.

The Renaissance School Group was primarily assembled by Horace Mann Foundation members who have had extensive experience in school reform generally, and in the Boston schools in particular. Robert Gaudet, the Foundation's President, has spent ten years working as an engaged parent in the Boston Public Schools. He has been Co-chair of the School-Parent Council of two schools, the Joseph Lee in Dorchester and the James Hennigan in Jamaica Plain, and also has served as an elected representative to the School-Based Management Council at the Lee School. Mr. Gaudet has utilized his experience and contacts to reach out to a variety of citizens who share his interest in developing a new school for Boston. David Knapp, the Foundation's Chairman, is President Emeritus of the University of Massachusetts, where he was actively

involved in efforts to improve public K-12 education, particularly in Boston.

The Horace Mann Foundation is a statewide non-profit citizens organization whose goal is to give citizens the information and support they need to improve education on a local level. By sponsoring activities and providing information not readily available from other sources, The Horace Mann Foundation is helping develop the civic awareness and citizen commitment needed to effect meaningful school change. Although Dean Lester Thurow of the Massachusetts Institute of Technology and former University of Massachusetts President David Knapp are major supporters of the Foundation, much of the leadership and membership of the organization comes from the grass roots -- teachers, parents, and concerned citizens. Creating a charter school helps The Foundation fulfill its mission which is:

To assure that each public school diploma awarded in Massachusetts certifies true proficiency in reading, writing, reasoning, communicating, and computing at a standard sufficient to meet the demands of citizenship and employment in the twenty-first century.

The Edison Project is a privately funded school development created in 1992 by Christopher Whittle of Knoxville, Tennessee. The project is led by its president, Benno C. Schmidt, Jr. and is based in New York City. The Edison Project is committed to the development and operation of a national network of high performance public schools to be created in cooperation with local citizens groups or boards of education. The Project's founding partners are:

Dominique Browning, former Assistant Managing Editor for Newsweek;

John Chubb, Senior Fellow (now on leave) with the Brookings Institute, and co-author of *Politics, Markets and America's Schools*;

Lee Eisenberg, former Editor in Chief of *Esquire*;

Chester Finn, Professor of Education at Vanderbilt University (now on leave) and former Assistant U.S. Secretary of Education;

Nancy Hechinger, founder of *Hands on Media*, a multi-media production company; and

Sylvia Peters, former Principal of the Dumas Elementary School in Chicago and author of *The Seven Principles of Becoming Young Black Adults*.

Members of Edison Project's Public School Partnership team include:

Francie Alexander, former Associate Superintendent for Curriculum, state of California;

Bill Kirby, former Superintendent of Education, state of Texas;

Sandy McCarroll, former Deputy Commissioner for Educational Programs, state of Florida;

Deborah McGriff, former Superintendent of Schools, Detroit, Michigan;

Stephen Tracy, former Superintendent of Schools, New Milford, Connecticut.

B. How The Applicants Come Together.

A mutual interest in exploring new school models and a belief that urban students would benefit from a non-traditional school brought the parties together. Many meetings and discussions led to the development of the charter school partnership which is making this application.

The Horace Mann Foundation has worked with institutions such as the John F. Kennedy Library, the McCormack Institute of Public Policy at the University of Massachusetts at Boston, and the Massachusetts Institute for Social and Economic Research to develop and implement a compelling agenda that analyzes key issues -- tracking and ability grouping, school choice, school-based management, business and college collaborations with public schools, school funding levels, teaching -- in terms of their effects on student achievement. To make education data more understandable and accessible, the Foundation has developed programming for the Massachusetts Corporation for Educational Telecommunications and Cablevision of Boston and has worked with New England Cable News Network and the Center for Civic Networking.

C. Plans For Further Recruitment.

Creating and operating a successful charter school must include a continuing reaching out to new people in the neighborhoods and the civic, business, and educational communities. Because the School will evolve over time, it is likely that the founders and organizers will be supplemented by others.

8. TIMETABLE.

A. Schedule Of Events Leading To The Opening Of The Renaissance Charter School.

The Renaissance School plans to open its doors to students for the first time in mid-August, 1995. Key events between now and then include the following:

March, 1994:	Charter awarded.
May, 1994:	School facility identified.
July, 1994:	School principal selected. Final commitment for facilities executed.
August, 1994:	Facilities renovation commences. Teacher recruitment commences.
September, 1994:	Parent information program commences.
October, 1994:	Support staff recruitment commences. Student recruitment effort commences.
December, 1994:	Applications for admission due.
January, 1995:	Student selection process completed.
April, 1995:	Teacher selection completed.
May, 1995:	Support staff selection completed. Facilities renovation completed.
June, 1995:	Five week pre-service staff development program commences. Equipment, furnishings, etc. are installed in facility. Parent orientation sessions begin.
August, 1995:	Pre-service staff development program completed. School opens.

B. 1994 Opening.

We are preparing for a 1995 opening.

PART II

9. EVIDENCE OF SUPPORT.

Attached as an appendix is a list of citizens who endorse this application for a charter for The Renaissance Charter School. The Horace Mann Foundation is currently soliciting further support and expects to submit additional names by March 1.

10. EDUCATIONAL PROGRAM.

A. Educational Program.

The educational program for The Renaissance Charter School has been developed by the Edison Project and is set forth in detail in the attached *Partnership School Design*. A plan of instruction for early elementary students is set forth in the attached *Student Standards for the Primary Academy*. A similar publication for the Elementary Academy is currently in production.

B. Basis For Teaching Methods:

The teaching methods to be employed in the School have been devised by The Edison Project as the result of an eighteen month long research and development effort. Effective practices in outstanding schools across the United States and around the world were evaluated and incorporated into the *Partnership School Design*.

Because the School will place a significant emphasis on the professional authority of its faculty, decisions about the methods

to be employed to teach particular lessons to particular students will be made by the School's teachers. Typical teaching methods to be employed in the School include:

- Individual instruction
- Cooperative learning
- Project based learning
- Large group lecture/demonstration

The educational program and curriculum set forth in *Edison's Partnership School Design* will be provided to all students in the School. No "tracking" or "ability grouping" will be employed. Instead, each student will be challenged in a manner appropriate to his/her level of performance through an individual plan of instruction set forth in the Quarterly Learning Plan.

C. School Calendar And Hours Of Operation.

The annual calendar of the School will provide 210 seven or eight hour days of regular instruction (depending on grade). The School will open on or about August, 15, and close on the following June, 30. Parents who wish to enroll their children in summer session courses will be free to do so.

The School will also be open before and stay open after traditional school hours to provide a variety of pre-school and after school programs.

Examples of annual calendars and daily schedules are included on the last three pages of the *Partnership School Design*.

11. Student Performance.

A. Assessment Of Student Performance.

The performance of students at The Renaissance Charter School will be measured in the following ways:

- Participation in the Massachusetts Educational Assessment Program (M.E.A.P.),
- Participation in the district-wide assessment program as required by the Boston Public Schools; and,
- Participation in the individual performance assessments developed by the Edison Project, as described in Section 5 of the attached *Partnership School Design* and in the *Primary Academy Book*, (pp 17, 19, 21, 23, 29, 36, 38, 43, 47, 50, 54 and 59).

B. Remedial Services To Students.

We believe that the most effective way to help low performing students to succeed is to create a close relationship between the student and a small group of educators who have the responsibility and the authority to tailor instruction to meet his

or her individual needs. Therefore, responsibility for the monitoring of individual student performance and the delivery of remedial assistance to students in need rests with the team of four teachers serving each "House" of approximately 100 students. Teachers will be well positioned to provide remedial assistance for the following reasons:

- Teachers in the School will be selected in part on the basis of their ability to identify and assist students who need remedial help at the earliest possible point in their educational development,
- Teachers will be provided with regular and extensive training that will assist them in responding to individual student needs, and
- The Edison Project will make a powerful interactive technology system available to the School's teachers and students that will make individualized remedial instruction available as needed.

When their remedial needs exceed the capability of their House teachers, students at the School will be referred to reading and mathematics specialists at the School for further assistance.

C. Measurement Of The Development Of Skills.

Development will be measured through a combination of achievement tests required by the Boston Public Schools and the Commonwealth of Massachusetts, and a variety of individual assessment tools developed by The Edison Project. Examples of these assessment approaches are set forth in the accompanying *Partnership School Design*.

12. SCHOOL EVALUATION.

A. Self-Assessment/Self-Evaluation.

Self-assessment and self-evaluation will be an on-going activity at the School. Regular conversations about student performance will take place among the four teachers who make up the faculty of each "House" in the School. A periodic review of student and school performance will be conducted by the principal and The Board of Trustees. In addition, operations at The Renaissance Charter School will be subjected to continuous review by the Edison Project's national system of quality control.

The primary gauge of effectiveness will be the degree of interest generated among the public by the School. More quantifiable assessments will include:

- The number of students desiring admission to the School from year to year,

- The number of teachers applying to work in the School from year to year,
- Average daily attendance of students,
- Attendance of teachers,
- Teacher transfer rate,
- Student transfer rate,
- Performance of students on appropriate assessment instruments (as described in the preceding section),
- Performance of students in examination school competition,
- Quality of the work product of students - projects and portfolios, and
- Input from community meetings and focus groups, especially in terms of the School's mission of effective education for all urban students.

B. Dialogue With Parents And Community.

The School will establish and maintain close communications with parents in the following ways:

- Regular parent conferences for the purpose of developing Quarterly Learning Contracts,
- Additional teacher/parent/student conferences as needed,
- Regular contact between teachers and parents using an interactive computer network linking the School with the home of every student, and
- Establishment of a Parents Council to address issues of concern to the families being served by the School.
- An inclusive parent volunteer program.

Communications with the wider community will be promoted by a Board of Friends consisting of leading Boston citizens. The Board of Friends will organize a variety of activities, including:

- Mentoring programs,

- Guest speakers and field trips,
- Community information programs,
- Community service programs, and
- Fund raising for supplemental activities.

13. HUMAN RESOURCE INFORMATION

A. Selection Of Teaching And Administrative Staff.

The School will be led by a principal selected by The Board of Trustees from a list of candidates presented by The Edison Project. Teachers, in turn, will be hired and subject to dismissal by the principal. Initial recruiting efforts will focus on the Boston area. However, Edison will conduct a coordinated nationwide recruiting effort to assure the selection of the highest quality staff for the School. The standards for the employment of the principal and the faculty are set forth in the accompanying *Partnership School Design*.

The following is the proposed initial staffing for the School:

- 1 Principal (full time)
- 1 Business/Operations manager (part time)

- 1 Technology & Information Systems Director (full time)
- 1 Librarian/Media Specialist (part time)
- 1 Social Worker (part time)
- 1 After School Director (part time)
- 2 Tutors (full time)
- 35 Teachers, as follows:
 - 28 Classroom Teachers (including 7 Master Teachers)
 - 2 Foreign Language Teachers
 - 2 Physical Education Teachers
 - 3 Music and Art Teachers

The size of the staff will grow over time as the School evolves into a full K-12 operation.

B. Teacher And Administrator Evaluation.

The principal of the School will be trained by The Edison Project and evaluated annually by The Board of Trustees and Edison. Teachers will be evaluated annually by the Principal, with Master Teachers assisting in the evaluation and development of their less senior teammates. The evaluation of professional personnel will be based largely on the extent to which students have made measurable progress toward the learning goals set forth in the curriculum.

C. Other Human Resource Information.

Salaries & Benefits: Salaries and benefits extended to professional staff members at The Renaissance Charter School will be competitive with those provided by the Boston Public School system.

Employment of the Principal: The Principal of the School will be employed on an annual contract and may be dismissed by and The Board of Trustees and The Edison Project.

Employment of Teachers: Teachers at the School will be employed on annual contracts and will be subject to dismissal by the School's principal.

Professional Development: The School will make a major investment in its staff in the form of professional training

and development. All staff members will be provided with a six-week pre-service orientation and development program prior to the opening of school in August, 1995. The School's four-person teacher teams will be the focus of on going in-service professional development under the direction of the Principal and Master Teachers.

14. SCHOOL GOVERNANCE.

A. Internal Management.

The School will be managed by The Edison Project, on the basis of a contract between The Board of Trustees and Edison. Under the terms of the management contract, The Edison Project will be accountable to The Board of Trustees for the operation of the School and the achievement of student learning. The contract will describe the means by which The Trustees may dismiss The Edison Project for failure to perform.

B. Selection Of The Board Of Trustees.

The original Board of Trustees consists of the individuals named in Section 7 of this application. Additional and/or replacement Trustees will be selected by two-thirds vote of the Trustees.

C. Roles And Responsibilities Of The Board Of Trustees.

The Board of Trustees will be responsible for:

- Development of the School's curriculum in consultation with the School's teachers,
- Preparation of the School's annual budget,
- Development and execution of the management contract under which The Edison Project will staff, equip, and operate the School,
- Selection and dismissal of the School's principal,
- Receipt of funds for the operation of the School from local school committees in accordance with the procedures set forth in the Charter School Law,
- Solicitation and receipt of grants and donations consistent with the mission of the School, and
- Monitoring of School operations and student performance on the basis of the standards and criteria described in sections 11 and 12A above.

**D. Relationship Of The Board Of Trustees To Teachers,
Administrators, Students, And Families.**

The Board of Trustees will confer with parents, teachers, and students on a regular basis as a part of its oversight of the School's operations and Edison's performance. The School will be open to visitation by Trustees, parents, and other interested citizens as would any other public school.

E. Parent And Student Involvement In Decision Making.

The Renaissance Charter School by definition fits the school-based management model. The School is operated independently of outside control. Unlike school-based management in Boston, which have been severely limited because of the requirement to clear all policy with the union, the zone, and the central office, operations of this school will be controlled at the school level. Because the School is autonomous, parents' contributions, comments, and involvement can have a significant impact on how the School works. Since the School is a school of choice, it will have to be more sensitive to both parents and students' input than is the case in public schools generally. If The Renaissance Charter School does not satisfy parents or teachers, students will be free to leave, and the school will fail.

Parents will play an important role in consulting with their children's teachers in the development and implementation of Quarterly Learning Contracts. In addition, parents will be encouraged to provide advice and assistance to the School through service on the School's Parent Advisory Board and through a variety of other volunteer activities.

F. Community Involvement In School Activities.

The School will be a community school in every sense of the term. Efforts will be made to locate important community services in the School building, so as to make them easily accessible to parents, students, and others. The School building will be available for use by community groups. The Board of Friends will encourage community members to involve themselves in the life of the School in a variety of ways, including mentor programs, scholarship drives, guest presentations, field trips, and school visitations.

15. BUILDING OPTIONS.

A search for a suitable building to house the School is currently under way with assistance from government officials and private citizens. The area of focus, as stated above, is near the South End, where culturally and racially diverse neighborhoods come together.

Once a potential site has been identified, it will be evaluated by Bovis Management Systems, Inc. in terms of its suitability for a Charter School. The Edison Project will assume responsibility for adapting a code-compliant facility for use as a Charter School, including general painting and clean up, and installation of the technology that is integral to the *Partnership School Design*.

A. Present Options.

Present options include three buildings in or near the South End of Boston that are currently being examined and evaluated. We have identified one prime site that would be the most suitable location.

B. Suitable Sites.

These sites are suitable because they are located in a section of the city - the South End - that is a meeting place for racially and ethnically diverse urban population. The South End locations are close to the neighborhoods of Chinatown, Back Bay and Lower Roxbury. These sites are located in relatively safe areas to which parents, students, and community residents can travel with confidence.

C. Building Acquisition.

The Renaissance Charter School Group has contacted appropriate personnel and is actively exploring all options.

D. Financing Plans.

The Renaissance Charter School Group together with its partners has adequate financial resources to open and operate a charter school.

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

THE RENAISSANCE CHARTER SCHOOL GROUP

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>Andrew P Bott</u>	Signature: <u>[Signature]</u>	Date: <u>2/15/94</u>
Address: <u>161 South St</u>	City: <u>Jamaica Plain</u> State: <u>MA</u>	Zip: <u>02130</u> Tel: <u>983-5336</u>
Name: <u>Holly A. Ditchfield</u>	Signature: <u>[Signature]</u>	Date: <u>2/15/94</u>
Address: <u>1241 Adams St, #F102</u>	City: <u>Dorchester</u> State: <u>MA</u>	Zip: <u>02124</u> Tel: <u>296-5210</u>
Name: <u>STEPHEN TRAC</u>	Signature: <u>[Signature]</u>	Date: <u>2/15/94</u>
Address: <u>529 5th AVE.</u>	City: <u>N.Y.</u> State: <u>N.Y.</u>	Zip: <u>10017</u> Tel: <u>212-309-1600</u>
Name: <u>Paul L. McGill</u>	Signature: <u>[Signature]</u>	Date: <u>2/15/94</u>
Address: <u>85 Warren St.</u>	City: <u>Roxbury</u> State: <u>MA</u>	Zip: <u>02119</u> Tel: <u>427-7000</u>
Name: <u>Robert C. Russo</u>	Signature: <u>[Signature]</u>	Date: <u>2/15/94</u>
Address: <u>36 Atkins St</u>	City: <u>Brighton</u> State: <u>MA</u>	Zip: <u>02135</u> Tel: <u>635-1100 K2X0</u>
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Robert D. Gaudet	Signature: Robert D Gaudet	Date: 2-14-94
Address: 5 Keane Rd.	City: W. Roxbury	State: MA
		Zip: 02132
		Tel: (617) 469-0044
Name: STEPHEN TRACY	Signature: Stephen Tracy	Date: 2/14/94
Address: EDISON PROTECT 529 5th AVE	City: N.Y.	State: N.Y.
		Zip: 10007
		Tel: 212 309 1600
Name: NICHOLAS PALEOLOGOS	Signature: Nick Paleologos	Date: 2/14/94
Address: 21 Wyman St.	City: Woburn	State: MA
		Zip: 01801
		Tel: 617-933-0061
Name: Susan Cooper	Signature: Susan Cooper	Date: 2/15/94
Address: 5 Keane Rd	City: West Roxbury	State: MA
		Zip: 02132
		Tel: 617-469-0044
Name: DAVID C. KNAPP	Signature: David C Knapp	Date: 2/15/94
Address: 17 Ballpate Hill Rd.	City: Newton	State: MA
		Zip: 02459
		Tel: 617-332-6434
Name: Patricia M. Kelleher	Signature: Pat M Kelleher	Date: 2/15/94
Address: 508 E. 4th St	City: S. Boston	State: MA
		Zip: 02127
		Tel: 617-890-0011
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

APPENDIX A

ENDORSERS

ENDORSERS

Kathleen Botteri, Hyde Park

Andrew Botti, Jamaica Plain

John Brassil, Charlestown

Jan Brubacher, Bedford

Paula Capraro, North End

Newell Cook, South End

Richard Cooper, Bedford

Susan Cooper, West Roxbury

Holly Ditchfield, Dorchester

Robert Early, South Boston

Robert Fichter, South End

J. John Fox, Back Bay

Henry Haroian, Boston (work)/Stoneham (residence)

Robert Gaudet, West Roxbury

Chester Janiak, Boston (work)/Newton (residence)

Paul Kelleher, South Boston

Linnea Lof, West Roxbury

Patricia McDonald Kelleher, South Boston

Paul McLaughlin, West Roxbury

Dr. William O'Neill, West Roxbury (work)/Westwood (residence)

Judge Paul McGill, Roxbury (work)/Dorchester (residence)

Marilyn Carey Mills, West Roxbury

David Newman, Back Bay

Nicholas Paleologos, Woburn

Paula Pickett, Hyde Park

Robert Pickett, Hyde Park

Eileen Roach, Roslindale

Annette Rufo, Brighton.

Robert Rufo, Brighton

John Schindler, Boston (work)/Newton (residence)

David Susich, North End

Maria Sullivan, Brighton

John Townsend, Beacon Hill

William Wall, Charlestown

Denise Wall, Charlestown

APPENDIX B

PROFILE OF THE HORACE MANN FOUNDATION

The Horace Mann Foundation
21 Custom House Street
Boston, MA 02110
(617) 469-6843

Board of Directors

David Knapp, Chairman

Robert Gauder, President

James Case

William McCarthy

Rita Nemersole

Joseph Schindler

Paul Walsh

Charter Members

Lester C. Thurrow

Thomas P. O'Neill, III

Paula Logan

Ralph Whitehead

James Collins

Nicholas Paleologos

Ralph Beals

J. John Fox

James Case

Kathleen Mastaby

Sidney Smith

Aron Gentry

Suffolk County Sheriff

Robert Puto

Bristol County District

Attorney Paul Walsh

(Partial Listing)
Jonathan Schindler, Clerk
(617) 737-4777

The Horace Mann Foundation

The Horace Mann Foundation is a non-profit volunteer citizens organization dedicated to improving public education in Massachusetts. In June of 1993, the Foundation celebrated its second anniversary with the release of the first installment of a major report that, for the first time in the history of Massachusetts, examines the relationship between various input factors (per-pupil spending, local wealth, community demographic characteristics) and student achievement for each community in the state. Two subsequent installments will discuss teaching and achievement and the role of non-school factors on performance. In a real sense, this report embodies the essence of the Horace Mann Foundation. The primary goal of the organization is to provide citizens with the information and context they need to make informed evaluations of and decisions about education policy.

The Foundation does not advocate any one specific approach to reform although many of its members have solid notions about what needs to be done to improve the schools. The Horace Mann Foundation believes that each school and school system must be allowed the widest possible latitude to meet state-established standards. The Foundation's goal is to provide the type of public education that leads to substantive civic involvement in school improvement efforts. Our achievement report will enable citizens in each Massachusetts city and town to acquire the basic information needed to begin to assess their schools fairly, and to begin the process of generating pressure for reform.

Developing equitable, meaningful standards of achievement is essential to school improvement. Massachusetts school reformers have historically been hampered by a lack of achievement benchmarks against which their efforts could be judged. In the absence of standards, a variety of myths and misconceptions have grown up around education issues, especially concerning what drives achievement in our schools. Those myths and misconceptions dominate much of the current debate over education policy. By producing independent analysis of the data available, the Horace Mann Foundation will help trigger the vigorous debate about school reform that must occur in order to galvanize the public into action on reform. The Horace Mann Foundation believes that in the absence of an aroused, informed citizenry, legislative and local efforts to improve the schools will continue to fail.

